

PART III. REQUIRED FORMS

Name of Applicant or Unit Lead Teacher: Susan Compton

Project Title: *Are You Listening?*

In one sentence, summarize how your project will achieve the purpose of the EIA Grant program.

Are You Listening? is a literacy program designed to improve the reading achievement of Special Education, ESOL, and remedial reading students who find reading problematic using unabridged audio and print books and innovative teaching strategies and multimedia activities.

Briefly describe the students this project will serve.

This project is designed for Special Needs, ESOL, and remedial reading students at rural West-Oak High School. The school attendance makes up 50% of the district's total square miles. The ethnic ratio consists of the following: 92% Caucasian; 5% African-American; 2% Hispanic; and 1% Asian. School records indicate that 97% of the Special Needs students are eligible for the free/reduced lunch program; in comparison to 47% for the rest of the school population. This project involves 3 teachers, 210 Special Needs students ages 14-21, classified as Learning Disabled, Mentally Disabled, Emotionally Disabled, Other Health Impaired, and 50 regular education and ESOL students who have been identified as needing critical reading skills instruction. The MAP scores indicate students' ability levels for reading range from 2nd - 7th grade.

Goal(s), Objectives, Evaluation Measures, and Alignment to Curriculum Standards

State the goal(s) and performance objective(s) for the project.

Goal: The goal of *Are You Listening?* is to increase student reading achievement through the use of audio and print books.

Objective: By the end of the 06–07 school year, 95% of students involved in this program will

combine audio and print books in order to read independently, to acquire vocabulary, to increase comprehension, and to increase reading fluency as measured by an increase in MAP Reading scores by 10 points.

State how you will evaluate the progress made toward the stated objectives, including the data you will collect and analyze and how the data will be used.

Students will be evaluated by both formal and informal assessments. The Measures of Academic Progress (MAP) Reading Test will be used as a formal assessment. This test will be used as the pre-test and post-test of acquisition of reading skills. This test will be administered in September and again in April. Throughout the year, the teachers will give informal assessments. These will include teacher observations and checklists; student generated presentations; monthly tests; and student journals to assess the gains made through implementing the *Are You Listening?* program. Evaluation of the effectiveness of the project will be seen through curriculum checklists, student IEP (Individualized Educational Plan) evaluations and other district required standardized testing such as the MAP test and in the ninth grade, the End of Course test in English. The three teachers will meet monthly to discuss the assessments.

State how the proposed project is aligned with curriculum standards.

The project, *Are You Listening?*, is aligned with English E1-R1.1; E1-R1.9; E1-RS3.3; E1-R2.9; High School SC Curriculum Social Studies Standard USHC-1; Standard USHC-3; Standard USHC-4; Standard USHC-8; and USHC-9.5. Each activity links skills and strategy lessons to relevant standards. The technology, materials, and supplies used in this project were also assessed to ensure that they align with the standards. The audio and print books were also aligned with the High School SC Curriculum Social Studies Standards.

Strategies, Activities, and Timeline (40 points) Explain why you chose each planned activity (the rationale).

The goal of *Are You Listening?* is to increase student reading achievement through the use of audio and print books. By the end of the 06–07 school year, 95% of students involved in this program will combine audio and print books in order to read independently, to acquire vocabulary, to increase comprehension, and to increase reading fluency as measured by an increase in MAP Reading scores by 10 points. Using audio and print books to support struggling readers as a stepping-stone to independent reading is a widely practiced, research-based instructional strategy. This key to re-engaging below-readers with the reading experience and motivating them to continue reading practice has also been shown to accelerate gains in comprehension, fluency, and vocabulary acquisition. Students will be provided an individual cassette/CD player, audio and printed book with a standards-based Social Studies theme. Reading a text along with listening to an audiobook provides an excellent model of reading (enunciation, fluency, and inflection) for developmental readers. This practice also allows the students to read age appropriate books. A study by the Johns Hopkins University Department of Special Education found: ①comprehension doubled when students listened to a recording as they read the same words in print; ②secondary students with poor reading skills, ineffective learning skills, and inadequate prior knowledge showed a pre-test to post-test knowledge gain of 38.1% when using the audio-print strategy. Multimedia presentations, using the pc tablet and digital camera, provide additional motivation to students who love technology. The pc tablet will also be used to track books read by each student. Videotaping book talks and presentations allow the students the opportunity to analyze themselves. Teacher-generated activities provide for numerous learning styles and constant assessment of critical reading skills. Unit meetings between teachers allow for open dialog and continuous planning to enhance the *Are You Listening?* project.

EIA Project Overview Chart

Goal: The goal of <i>Are You Listening?</i> is to increase student reading and language skills as they experience audio and print books.			
Objective: By the end of the 06–07 school year, 95% of students involved in this program will combine audio and print books in order to read independently, to increase comprehension, to increase reading fluency, and to provide models of pronunciation, sentence structure, and grammatical accuracy as measured by an increase in MAP Reading and Language Usage scores by 10 points.			
Start Date and End Date	Activities to Achieve Objective	Evaluation Data and Measures (evidence of accomplishment)	Relevant Curriculum Standards
1. August 2006 - September 2006	Order materials: audio & print books, cassette/CD players, headphones, pc tablets Planning meeting of teachers involved. Books will correspond to Social Studies subject matter.	Inventory list Notes from meeting	E1-R1.1 ... read independently for extended periods of time to derive pleasure and to gain information. High School SC Curriculum Social Studies Standard USHC-1: understanding of the settlement of North America; USHC-3: understanding of the westward movement; USHC-4: understanding of the causes and the course of the Civil War and Reconstruction in America; USHC-8: an understanding of the impact of World War II on foreign and domestic policies; USHC-9.5 ... the influence of the civil rights movement on other groups seeking ethnic and gender equity.
2. August 2006	MAP Reading Test	Pre-test scores	English Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

3. September 2006 – April 2007	Every 4 weeks, the students will choose 2-3 audio/print books to read and will complete activities for each book as designated by each teacher.	Student assessments Teacher checklist of student participation, digital pictures Rubric for activities	E1-R1.1 ... read independently for extended periods of time to derive pleasure and to gain information. * High School SC Curriculum Social Studies Standard USHC-1: understanding of the settlement of North America; USHC-3: understanding of the westward movement; USHC-4: understanding of the causes and the course of the Civil War and Reconstruction in America; USHC-8: an understanding of the impact of World War II on foreign and domestic policies; USHC-9.5 ... the influence of the civil rights movement on other groups seeking ethnic and gender equity.
4. September 2006 – April 2007	Students will share their thoughts on the book via a weekly book talk, response journals, and a multimedia presentation of each book.	Video taping group sessions Rubric for journal and multimedia presentation Digital pictures	English Standards E1-R1.9 Begin reading several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other authors addressing the same topic. E1-R2.9 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers. * High School SC Curriculum Social Studies Standard USHC-1: understanding of the settlement of North America; USHC-3: understanding of the westward movement; USHC-4: understanding of the causes and the course of the Civil War and Reconstruction in America; USHC-8: an understanding of the impact of World War II on foreign and domestic policies; USHC-9.5 ... the influence of the civil rights movement on other groups seeking ethnic and gender equity.

5. September 2006 – April 2007	<p>Monthly tests on reading skills such as vocabulary, comprehension, fluency, and social studies content learned</p> <p>Monthly meetings of teachers involved</p>	<p>Student Assessment</p> <p>Notes from meetings</p>	<p>E1-R1.1 ... read independently for extended periods of time to derive pleasure and to gain information.</p> <p>E1-R2.9 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.</p> <p>* High School SC Curriculum Social Studies Standard USHC-1: understanding of the settlement of North America; USHC-3: understanding of the westward movement;</p> <p>USHC-4: understanding of the causes and the course of the Civil War and Reconstruction in America;</p> <p>USHC-8: an understanding of the impact of World War II on foreign and domestic policies;</p> <p>USHC-9.5 ... the influence of the civil rights movement on other groups seeking ethnic and gender equity.</p>
6. April 2007	MAP Reading Test	Post-test scores	<p>English Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.</p>

7. May 2007	Analysis of project Submit final report	Student assessments, multimedia presentations, response journals, and MAP scores	<p>E1-R1.1 ... read independently for extended periods of time to derive pleasure and to gain information.</p> <p>* High School SC Curriculum Social Studies</p> <p>Standard USHC-1: understanding of the settlement of North America; USHC-3: understanding of the westward movement;</p> <p>USHC-4: understanding of the causes and the course of the Civil War and Reconstruction in America;</p> <p>USHC-8: an understanding of the impact of World War II on foreign and domestic policies;</p> <p>USHC-9.5 ... the influence of the civil rights movement on other groups seeking ethnic and gender equity.</p>
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